**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 4.NBT.3, 4.NBT.5**  **The Envision Lesson: Topic 5-3: Using Rounding to Estimate** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Compatible Numbers  Rounding , Estimate, Multiples |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| *You know how to use breaking apart and compatible numbers to help you multiply mentally.*  *Today, you will learn ways of estimating products when you multiply greater numbers.*  *Describe a situation in which you might need to estimate when you multiply.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly review vocabulary?   Multiple as a review: Explain that a multiple of 10 is any 2-digit # that ends in zero. A multiple of 100 is any 3-digit # that ends with 2 zeros. Create a chart of multiples of 10 and multiples of 100 to help students understand these terms. As students provide multiples, write them in the correct column. Since vocabulary is a review from other lessons use the Frayer Model and assign groups to fill out model to share with the class.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Whole class, small groups, and partners will create charts and use vocabulary. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *I went to the store to buy some Halloween candy for our class, but the bag didn’t say how many pieces were in the bag. What does the bag usually say? (ounces /pounds)*  *(Bring a bag of candy to show and eventually share with students.) How would you determine or estimate about how many pieces are in the bag? Can you show me what you would do? (Average estimate 12) But we have 27 students in our class, Can you estimate and convince me about how many bags I would need to buy to let each student have one piece of candy? (About 3 bags if a bag contains 12 pieces.) 3 x 12 = 36 pieces of candy. Is that reasonable?* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Students will draw the demonstration of the Halloween candy in their Math Journal.*  *Students should make sure they are labeling their drawing with Math words. What else can you tell me about those numbers and labels on your drawing?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  In small groups, let students develop their own little story problem with estimation.  Have students draw a picture explaining how to solve their story problem. Groups will share their story with another group and let them illustrate the story. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Teacher Observation of checking the student’s Math journals. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
| Give students several numbers to round. If necessary, review basic facts and multiplying by multiples of 10. For an example and more practice assign a few problems from Reteaching Set C page 123. | |